

DOCUMENT RESUME

ED 391 094

CE 070 722

TITLE Annotated Bibliography of Workplace Literacy Materials.

INSTITUTION Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education and Literacy.

PUB DATE Aug 95

NOTE 17p.; For the 1994 annotated bibliography, see ED 374 241.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Adult Basic Education; *Adult Literacy; Adults; *Citations (References); Curriculum Guides; Educational Resources; Education Work Relationship; *Inplant Programs; *Literacy Education; *On the Job Training; *Workplace Literacy

ABSTRACT

This bibliography provides a listing of 53 publications that were funded under the Adult Education Act, as amended by the National Literacy Act of 1991, or that provide support to adult education and literacy activities. The listing includes reports, studies, surveys, and guides on the following topics: assessment and testing, curriculum development, lifelong learning, program planning, evaluation, resources, small business involvement, and union involvement. (Author)

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Annotated Bibliography of Workplace Literacy Materials

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U.S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education and Literacy
August 1995

Introduction

The **Annotated Bibliography of Workplace Literacy Materials** provides a listing of publications that were funded under the Adult Education Act (P.L. 100-297), as amended by the National Literacy Act of 1991 (P.L. 102-73), or that provide support to adult education and literacy activities. The listing includes reports, studies, surveys and guides on the following topics: assessment and testing; curriculum development; lifelong learning; program planning; evaluation; resources; small business involvement and union involvement.

Single copies of all items in the **Annotated Bibliography** may be obtained, free of charge, by writing to the Division of Adult Education and Literacy Clearinghouse at the address below:

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Annotated Bibliography of Workplace Literacy Materials

Assessment & Testing

Assessing Workplace Literacy Training Needs in Minnesota, Minnesota Teamsters Service Bureau -- 1992 (BI-51)

The workplace is rapidly changing, requiring workers to demonstrate higher levels of technical and basic skills. This publication provides an overview of the literacy needs in today's workplace. It discusses techniques for establishing partnerships among unions, management, Adult Education programs, and workers, listing benefits and outcomes for each group. A three-page Sample Cooperative Agreement describes in detail a 5-step process for conducting needs assessments, and provides lists and charts on job analysis, job task inventories, basic skills analysis, and instructor choice criteria. This publication also provides information on employee participation and incentives in workplace literacy programs, comparing compulsory vs. voluntary participation.

Legal Considerations Concerning Literacy Testing in the Workplace, Performance Plus Learning Consultants, Inc., Springfield, Virginia -- May 1992 (BI-43)

This essay reviews Title VII of the Civil Rights Act which limits the use of testing in the workplace. According to this law, tests that are administered to employees must be professionally developed, valid (i.e. "job-related") and must not be designed, intended, or used to discriminate because of race, color, religion, sex, or national origin. The publication also addresses issues surrounding the administration of employment tests to individuals with disabilities as well as issues surrounding confidentiality and privacy of the test results.

A Review of Workplace Literacy Tests and Testing, Center for Applied Linguistics -- 1988 (BI-68)

This publication discusses definitions of "literacy", and provides various literacy estimates, including skills on the job. Research is cited concerning workplace literacy testing, including one study indicating that job-simulated tasks are by far the most frequently used testing technique. Thirteen commercial literacy tests are briefly explained via two-page test profiles (note: In 1988 there were few workplace-related tests of basic skills available). This publication provides information on developing a workplace literacy test, and raises questions that a test developer will face, such as whether a paper test is sufficient to measure non-paper tasks.

Conference Reports

Making the Connection: Coordinating Education and Training for a Skilled Workforce- Conference Proceedings, July 8-10, 1991, U.S. Department of Education, Office of Vocational and Adult Education, 1992 (A-38)

This report presents findings and recommendations from a 1991 conference sponsored by the Secretary of Education in cooperation with the Secretaries of Labor and Health and Human Services. The conference addressed the issues surrounding interagency cooperation in the areas of job training and education as they apply to preparing the nation's workforce for productive employment. Included in the report are speeches from national leaders on the commonalities and differences among programs and on challenges and opportunities for interagency coordination. In addition, the report presents proceedings from the interactive State Team sessions, where participants worked together to assess their own coordination efforts and formulated state policy recommendations to improve coordination. The appendix contains successful coordination stories from Georgia, Illinois, New York, Oregon, Texas, and Wisconsin.

Proceedings from a Florida Workplace Literacy Conference, Florida Atlantic University, Jacksonville, Florida -- 1991 (SA-1312)

This publication reports on the proceedings of the 1991 Florida Workplace Literacy Conference. Themes for this conference included the following: the need for workplace literacy programs; selling the concept of workplace literacy and identifying potential partners; designing a partnership agreement; performing a literacy task analysis; and developing curricula based on the literacy task analysis. Also included is a paper by Jorie Philippi entitled, "Implementing the Context-Input-Process-Product (CIPP) Model for Evaluating Workplace Literacy Programs" and an annotated bibliography of over 130 workplace literacy publications.

Workplace Education: Voices From the Field, Proceedings of the National Workplace Literacy Program Project Directors Conference, September 1991, U.S. Department of Education, Office of Vocational and Adult Education, -- November 1992 (BI-47)

This publication is a report of the proceedings of a 1991 conference of the project directors of the second cycle of the National Workplace Literacy Program. This conference, the first of its kind, provided a valuable forum where workplace educators could analyze their experience. Several recurrent themes emerged from the discussions and presentations at the conference, including: establishing strong partnerships; developing contextual workplace curricula; providing incentives for worker participation; developing assessment tools designed specifically for workplace education programs; and involving workers in every stage of the process from program development to evaluation. The report has an appendix which presents survey results from the conference as well as a list of the conference participants.

Curriculum Development

Transforming the Training Manual into a Learning Experience. Michael Hillinger, the Massachusetts Department of Education, Workplace Education Resource Series, -- September 1993 (BI-75)

Complex text-driven training manuals often cause problems for individuals with reading difficulties. This publication describes the efforts made by the Massachusetts Department of Education to overcome these problems. The Massachusetts Department of Education developed a hypermedia support system which they entitled **Responsive Text™**. This system uses the words and concepts in a text passage as key words to which other information can be linked. Links can be made to text, digital speech, music, still images, and video. Readers who have difficulty with a certain word or concept can select that word or concept and retrieve more information on it. The publication gives extensive examples of applications for this interactive system as well as suggestions to those who may be interested in developing similar programs of their own.

Curriculum Guide: English as a Second Language for the Workplace, Worker Education Program. Chicago Teachers' Center of Northeastern Illinois University and The Amalgamated Clothing and Textile Workers' Union -- 1993 (SA-1326).

This five-unit, 8-week curriculum focuses on four themes: work issues/communication in the workplace; health and safety; quality control; work forms; and company rules. Lessons are based on a worker-centered participatory approach that incorporates problem posing, language experience, Total Physical Response, cooperative learning and pairwork methods. The curriculum is the product of a 1992 National Workplace Literacy Program grant.

Basic Skills Needs Analysis and Curriculum Design for the Workplace: A Self Study Handbook. Florida Literacy Coalition Project --1993 (SA-1327)

This handbook was written for adult education specialists, curriculum designers, and learning facilitators who wish to assist adult workers in developing the reading, writing, mathematics and language skills needed for enhanced job performance. It focuses on two elements of workforce education design: performing a needs analysis; and designing a customized curriculum based on that analysis. The handbook also includes several chapters on the nature of the basic skills problem and on the overall status of workforce education. A selected reading list can be found in the appendix.

Evaluation Issues

Evaluating National Workplace Literacy Programs, Thomas G. Sticht, Applied Behavioral and Cognitive Sciences, Inc. -- 1991 (BI-36)

This report expands upon the discussion of evaluation given in the Department of Education's rules and regulations for the National Workplace Literacy Program. The author notes that a good evaluation starts at the beginning, not the end of a program. Therefore, the discussion focuses on the relationship of the evaluation of workplace programs to the original criteria that the Secretary of Education uses to evaluate the

funding proposals. Furthermore, the author addresses the false assumption that all aspects of productivity are directly mediated by literacy ability. He notes that some productivity indicators are only indirectly mediated by literacy abilities, and others are unrelated. He argues that unless a direct relationship to some indicator of productivity can be demonstrated in the design of the program, the program developer should not promise to improve that aspect of job productivity. Finally, the author addresses the issue of the need for data on program effectiveness. He explores the advantages and disadvantages of standardized testing for measuring the learning outcomes, improved productivity and cost-effectiveness of workplace literacy programs.

How Common is Workplace Transformation and How Can We Explain Who Adopts It? Paul Osteman, Sloan School, MIT -- 1993 (BI-53)

This paper presents some of the first national evidence on the distribution of new forms of work organization in American workplaces. Among the paper's findings: 1) about 35% of private sector establishments with fifty or more employees have achieved substantial use of flexible work organization; 2) employer values are important in determining whether an establishment undertakes work reorganization; and 3) human resources practices, such as high levels of training and innovative pay systems, are consistent with the adoption of flexible work organizations.

How Do You Know If It's Working? Evaluating the Effectiveness of Workplace Literacy Programs. Performance Plus Learning Consultants Inc., Springfield, Virginia -- May 1992 (BI-44)

This study examines how companies are changing and how this change creates the need for workplace education. The study addresses workplace skill applications such as job reading processes, clear communication of ideas, data collection and problem solving. It reviews five purposes of program evaluation, including the development of policy and practice criteria related to program sponsor's goals. A short history of evaluation is provided, beginning with the 1930s emphasis on organizing curriculum by objectives. The study also explores evaluation strategies on four levels, with activities such as: use of job scenarios, representative work samples, ratings of performance, and changes in performance.

Who Wants What Information - And How Do We Get It? Issues in Workplace Education Evaluation, Paul Jurmo, Literacy Partnerships, New Jersey -- May 1993 (BI-50)

This publication summarizes remarks made at the 1993 Texas Workforce Literacy Conference in Dallas. It reviews the following topics: the purpose and audience for workplace literacy evaluations, the goals of workplace education, indicators and measures of progress, and how to improve workplace literacy evaluations.

Measuring Success in Workplace Literacy Programs, Judith Alamprese, Cosmos Corporation, Washington, DC -- September 1993 (BI-70)

This set of overhead masters was designed for a presentation at the National Workplace Literacy Partners Conference in September, 1993. The overheads focus on issues related to partnerships, staff selection & training, operational plans, curriculum and instruction, support services, learner assessment program evaluation, and dissemination. They also outline three types of outcomes: participant outcomes such as job

performance; workplace outcomes such as employee turnover; and partnership outcomes such as the institutionalization of workplace literacy services.

A Study to Evaluate the Effectiveness of Workplace Literacy Projects: Questions and Answers. ---
January 1994 (BI-74)

Through questions and answers, this one-page document provides a brief overview of the national evaluation study of National Workplace Literacy projects funded in 1994 by the Department of Education. The Planning and Evaluation Service in the Department's Office of the Under Secretary has contracted with Mathematica Policy Research, Inc. to conduct this study. MPR's subcontractor is the COSMOS Corporation.

Retention Patterns in a Worker Literacy Program, Dolores Perin and Daphne Greenberg, City University of New York -- 1992 (BI-72)

This study describes a rare type of program in adult basic education, a workplace literacy program whose purpose is college preparation. It discusses factors related to student characteristics, perceptions of the program, and retention in a group of paraprofessional health care workers who were attending the workplace literacy program as a step towards career advancement. The study finds that length of time in the program was clearly associated with literacy gain.

A Review of the National Workplace Literacy Program, U.S. Department of Education, Pelavin Associates -- May 1991 (BI-35)

This document reports on the results of a study of projects funded during the first year of the National Workplace Literacy Program. Data for the study was compiled from a review of research literature, an analysis of data from 29 sites, and site visits to six projects. The document includes recommendations to improve program effectiveness.

Do Workplace Literacy Programs Promote High Skills or Low Wages? Suggestions for Future Evaluations of Workplace Literacy Programs, Tony Sarmiento, AFL-CIO, Washington, DC -- August 1991 (BI-52)

The author of this paper suggests that the National Workplace Literacy Program should assess program impact based on employer practices rather than focusing exclusively on learner outcomes. He believes that publicly funded workplace literacy projects should help employers to pursue the "high skill" rather than the "low wage" path. Depending on who's involved, which program goals are selected, and what planning process is followed, a workplace literacy program can maintain outdated workplaces or foster high performance workplace structures.

Selected NWLP Evaluation Reports

National Workplace Literacy Partnership Project External Evaluation Report of the East Baton Rouge Parish Schools. Greater Baton Rouge Chamber of Commerce and the Associated Builder and Contractors: Pelican -- 1993 (BI-60)

This report is the external evaluation of the National Workplace Literacy Project, ABC's of Construction, located in Baton Rouge, Louisiana. Evaluators employed a modified version of the Context-Input-Process-Product (C.I.P.P.) model (Stufflebeam and Guba, 1971). They selected this model because of its ability to examine project effectiveness through structured analysis of the cohesiveness of project goals, components, and operations, independent from comparisons to outside standards or other programs. The C.I.P.P. model was used to analyze: the shared goals and philosophy of key personnel and participants (context); resources (input); the match between instructional delivery with project goals (process); and, indicators of project effectiveness (product).

Arlington/Alexandria REEP Workplace Literacy Training Project: Final Evaluation Report. Arlington, Virginia Public Schools -- 1992 (BI-62)

The Arlington Education and Employment Program (REEP), in partnership with the Alexandria City Public Schools/ESL Center, Arlington and Alexandria Chambers of Commerce, and the Hotel Industry within the Arlington and Alexandria, Virginia vicinities, served 333 functionally illiterate limited English proficient (LEP) adults currently working in hotels at entry level jobs in maintenance, housekeeping, food and beverage services. Training in workplace literacy, English as a Second Language, basic math (numeracy), consumer awareness, and citizenship preparation was provided by project staff, both at the adult learning center and at the participating hotels serving the project. The final evaluation report includes a summary report prepared by project staff on the activities and accomplishments of the project as well as the results of the external evaluation.

Discusses the design and methodology of the evaluation, asking four questions: Do participants agree they have achieved their academic and job-related objectives?; Do local partners agree also?; Which objectives are viewed as most significant?; and What are the "best practices" of the project? Survey instruments are described, and opinions documented. Participant and partner responses are compared. Best practices include the use of advisory councils and scheduling customer-centered hours of operation. Motivators and barriers to participation are listed. The report offers six policy recommendations, including paid time for employee participation. The two survey forms are attached.

Literacy on the Cafeteria Line: Evaluation of the Skills Enhancement Training Program. Judith Alamprese, Cosmos Corporation and Ann Kay, Ruttenberg, Kilgallon and Associates, Inc. -- 1993 (BI-76)

This publication is the external evaluation report for the Skills Enhancement Training (SET) project developed by the Food and Beverage Workers Union Local 32 and the Employers Benefits Fund in Washington, D.C. The evaluators assessed four components: the development of the partnership, the effects of instructor training, the impact on workers, and overall program effectiveness. The evaluators employed such methodologies as face-to-face interviews, observations, reviews of assessment instruments, curriculum, and

individual education plans, and analyses of test results and information on participants' registration, intake, and exit forms. Based on the information gathered, the evaluators provide recommendations regarding such issues as recruitment, instruction, instructor training, and establishing and enhancing workplace literacy partnerships.

Lifelong Learning

Skills and Knowledge in Lifelong Learning. Vance-Granville Community College and the CertainTeed Corporation, Oxford, North Carolina -- 1992 (SA-1322)

This publication describes S.K.I.L.L. (Skills and Knowledge in Lifelong Learning), a program implemented by CertainTeed Corporation in partnership with Vance-Granville Community College to provide functional skills training, including learning to learn, computer technology, teamwork and technical skills to employees in manufacturing. The publication addresses issues such as: assessing learner needs; recruitment, program implementation, task analysis, curriculum development, and evaluation.

Program Planning & Implementation

The Burke Mills Workplace Basic Skills Project, Western Piedmont Community College, North Carolina -- 1992 (SA-1317)

This publication is the final report of the Burke Mills Workplace Basic Skills Project, a National Workplace Literacy project that served employees in a yarn manufacturing plant. The main goal of the project was to develop a model curriculum based on the Comprehensive Adult Student Assessment System (CASAS). This curriculum emphasizes communication skills, technical performance, monitoring, and training, relying heavily on commercial workplace literacy materials. The report is helpful in that it lists the specific CASAS competencies and how they correlate to the various parts of the curriculum. The titles and contact information for the publishers of these commercial materials are also provided in the report.

Does Your Company Need a Workplace Basic Skills Program? Pellissippi State Technical Community College -- 1993 (BI-78)

This publication poses a series of questions designed to help business leaders decide whether or not their company could benefit from a workplace literacy program. Included in the guide are several charts and illustrations on workplace trends, a workplace skills program options chart, and two sample skills surveys.

Recruiting Employees for ESL Classes, Arlington County Public Schools, Arlington, VA -- 1990 (BI-22)

This publication provides ideas on how to introduce and recruit for an employee workplace literacy program. It discusses advertising strategies, employee incentives and the role of supervisors in recruitment.

Perspectives on Organizing a Workplace Literacy Program, Arlington County Public Schools, Arlington, VA -- 1989 (BI-16)

This publication presents the many steps to be considered when developing, implementing or evaluating a workplace literacy program. It is written for business leaders as well as for adult basic education and English as a Second Language educators. The appendix includes sample learner application forms, needs assessment forms, progress reports, and evaluation forms, in addition to a bibliography of resource materials.

Guidelines for Implementing Workplace Literacy Programs, North East Independent School District, San Antonio, Texas -- June 1990

This report suggests steps that can be implemented in developing workforce literacy programs, including program development, marketing, internal and external evaluations as well as additional valuable material. The guidelines are the product of a Texas Adult Education Special Project Grant. This grant was obtained and implemented by the North East Independent School District Community Education Program.

The Classroom Goes to Work, Asian Association of Utah, Salt Lake City, Utah -- 1991 (SA-1314)

The Asian Association of Utah (AAU), a community-based organization and Detroit Diesel, a business employing adults with limited English proficiency, developed and implemented an education partnership in Salt Lake City, Utah. This project improved the productivity of the workforce by providing the target population with adult literacy and other basic skills services. The project upgraded or updated basic skills of adult workers in accordance with changes in workplace requirements, technology, products or processes and improved the competency of adult workers in speaking, listening, reasoning and problem solving.

The Workers Cooperative, The Norris Square Civic Association and the Center for Literacy, Philadelphia, Pennsylvania -- 1992 (SA-1323)

This manual, written in both English and Spanish, is designed to teach workers basic concepts about cooperativism. The manual includes the following information: the general definition of cooperativism; doctrines and principles of cooperativism; types of cooperatives; making decisions in a worker-owned cooperative; membership fees; distribution of profits and sharing of losses; and organizing a worker-owned cooperative. Each chapter includes a reading passage as well as written exercises and vocabulary pertaining to a specific concept. Chapter 13 provides a list of resources and contacts in the field of cooperatives. This manual would be best suited for learners at an intermediate level of Spanish or English literacy.

What Works! Guidelines for Workplace Skills Enhancement Programs, South Carolina Office of Adult Education, Florence School District 2,3,4,5 -- 1989 (SA-1308)

This manual was developed to aid educators in establishing and maintaining adult education workplace programs. It provides a step-by-step description of each phase of the workplace literacy process, with practical suggestions on planning, designing, implementing, maintaining, and evaluating programs. The manual has several appendices which include recruitment techniques, support letters, and sample brochures and flyers.

Winning the Race Against Technology: Implementing Literacy Programs in the Workplace, Comal, Guadalupe and Kendal Counties, Adult Education Co-Op, Schertz, Texas -- 1991 (SA-1313)

This manual is the final project report of a workplace literacy partnership between the Schertz-Cibola-Universal City Independent School District Adult Education Co-Op and Motorola, Inc. The report is designed to help adult educators learn how to design, implement, and evaluate a workplace literacy program. The report provides practical suggestions for organizing a workplace education program, drawing upon the experiences gained through the Motorola project. The manual specifically addresses issues concerning learning a company's needs, marketing, and creating programs that are company-specific. Sample schedules, sample assessment instruments, and teacher comments on instruction and student progress are included.

Workforce Gadsden: Bridging the Gap, Gadsden County, Florida -- 1992 (SA-1324)

This project was supported with Section 353 funding authorized by the Adult Education Act. The Gadsden County Chamber of Commerce and the Gadsden County School's Adult and Community Education Program developed a system to assess workforce literacy needs and to provide workforce literacy programs to businesses, local government departments and individuals employees within Gadsden County. Upon completion of the program, five businesses and two government agencies had established programs in which fifty students improved their literacy skills and 10 employees obtained GED certificates. Literacy instruction in the program was provided by instructors at the worksite or by trained members of Literacy Volunteers of Gadsden County.

Selected NWLP Final Project Reports

Project Leap: The Labor Education Achievement Program: National Workplace Literacy Partnership Program Final Report of the Maryland State Department of Education and the Metropolitan Baltimore Council of AFL-CIO Unions. -- 1993 (BI-64)

This publication is the final report for the National Workplace Literacy grant awarded to the Maryland State Department of Education. The Labor Education Achievement Program (LEAP) served union workers in multiple industries within numerous private companies and public agencies over a dispersed geographic area. The characteristics of the project necessitated a decentralized delivery system with small local teams as well as a core project level team. Since the Maryland State Department of Education received funding for three continuous cycles, the report simultaneously addresses the findings and results from the most recent cycle and the cumulative knowledge and experience gained over the course of all three cycles.

ABC's of Construction, National Workplace Literacy Partnership Program Final Report of the East Baton Rouge Parish Schools, Greater Baton Rouge Chamber of Commerce, and the Associated Builder and Contractors: Pelican Chapter. -- 1993 (BI-65)

This publication is the final report of a National Workplace Literacy Program project designed to provide basic skills instruction to construction employees. A major thrust of the project was to support apprenticeship trainees in the four-year entry-level mechanic (ELM) coursework in millwright, welding, pipefitting, electrical and instrumentation trades. Instruction was provided in the following areas: Level III Reading, GED, Entry-

Level Mechanic Preparation, Test Preparation, and Enrichment. Twenty-two written curriculum modules and three software programs were created for trainees in the program.

REEP Hotels/Chambers Federal Workplace Literacy Project Final Report, Arlington Education and Employment Program -- 1992 (BI-66)

This publication is the final report for the 1990-1991 Arlington Education and Employment Program (REEP) National Workplace Literacy Grant. REEP is a special project within the Department of Adult, Career and Vocational Education of Arlington Public Schools in Virginia. During a previously awarded grant period, REEP established a partnership with the Arlington Public Schools, Arlington Chamber of Commerce, and seven hotels to meet the workplace literacy needs of LEP adults in the hotel industry by providing on-site English as a Second Language, literacy, and basic skills training. The project reported in this document demonstrated an expansion of the REEP program's earlier workplace literacy model to several additional hotels in Arlington and the development of a parallel campaign in Alexandria, Virginia.

Workplace Literacy Instruction for College Preparation of Health Care Workers: Final Evaluation Report, Institute for Research and Development in Occupational Education -- 1992 (BI-67)

A labor-university partnership developed a workplace literacy program for college-bound health care paraprofessionals. The project featured the close involvement of labor unions, contextualized reading, writing and math instruction, and educational counseling. The program provided 168 hours of instruction to participants who attended on their own time. A high school diploma or equivalency was required for entry. In addition to a thorough description and evaluation of the program, the report includes an appendix with sample teacher and student interview forms, recruitment fliers and assessment forms.

Resource Lists

Availability of Products from National Workplace Literacy Grants (1992-1993). Division of Adult Education and Literacy, U.S. Department of Education -- 1995 (BI-79)

This resource guide provides descriptions of some of the products that were developed during the fourth and fifth funding cycles of the demonstration program. The descriptions are indexed by industry and have been cross-referenced where appropriate. The information was provided by the grantees themselves, and includes sample curricula from nearly every industry that has been represented in the program.

Workplace Literacy: A Resource Guide, Florida Atlantic University, Jacksonville, Florida --1990 (SA-1309)

In an effort to promote higher levels of basic skills in U.S. workers, the Florida Atlantic University, with the support of Adult Education Act Section 353 funds, developed a workplace literacy resource guidebook. This publication presents an overview of the growing need to address "the most seriously neglected national priority" in the field of literacy: basic skills of the workforce. The resource guide also provides the following information: Developing A Workplace Literacy Program; Florida Workplace Literacy Programs (which includes

a summary of survey results as well as a directory of programs by county); Annotated Bibliography of Resources: Trends and Justification for Workplace Literacy, Model Programs, Resources, and Teaching Strategies.

Partnerships in Literacy: A Workplace Literacy Resource Guide, Florida Literacy Coalition -- 1990 (SA-1306)

The "Partnerships in Literacy" publication is a comprehensive resource guide that provides information on workplace literacy programs and the instructional services offered through various networks that comprise the Florida literacy effort. Information contained in "Partnerships in Literacy" was gathered by the Florida Literacy Coalition from public/private adult literacy providers and literacy networks. Funding for this project was made possible through a 353 Demonstration Grant from the Florida Department of Education, Bureau of Adult and Community Education.

For the Common Good. (Local Interagency Linkage Team Resource Guide), Ohio Department of Education -- 1992 (SA-1319)

This guide provides a framework for individuals and organizations seeking to develop or strengthen local interagency linkage teams. The guide provides a series of steps, proposes a number of questions, and provides planning forms and information about additional resources to assist interested persons in implementing the process of collaborative interagency linkage development to provide better services for at-risk clients. Although the guide can be used by an agency or an individual desiring to take a leadership role in developing a local interagency team, the guide suggests that a collaborative planning effort from the beginning would help ensure co-ownership of the linkage team.

Workplace Literacy: A Guide to the Literature and Resources, Susan Imel and Sandra Kerka, ERIC Clearinghouse on Adult, Career and Vocational Education -- 1992 (BI-55)

This publication is a thorough guide to resources in workplace literacy. It provides an overview of issues and trends related to workplace literacy; hints for locating resources, references, and materials; an annotated bibliography of resources and references; resource organizations; and ERIC information. It also includes ERIC document numbers of National Workplace Literacy Projects funded during the first three cycles.

Workplace Literacy Brief #6 - Basic Skills in Small Businesses, Business Council for Effective Literacy -- June 1993 (BI-49)

This brief addresses the issues and challenges surrounding workplace basic skills programs in small businesses. It highlights examples of federal and state initiatives in helping small businesses meeting the skills upgrading needs of their workers. It also includes descriptions of 24 contacts involved in operating basic skills programs in small businesses, providing technical assistance in the development of such programs, engaging in research on the issue, or operating grant programs in support of small business projects. A related article entitled "The Large Matter of Small Business", which looks at the issues in greater detail, is included in the brief.

Small Business Involvement

Workplace Education Efforts in Small Business: Learning from the Field, Executive Summary. Berkeley Planning Associates, Oakland, CA -- 1991 (BI-34)

This publication is an executive summary of a report developed for the Small Business Administration. It covers small business needs and opportunities for workplace education, determined by a review of 18 programs across the country. The summary describes program characteristics including program type, curriculum, and instructional techniques. Its defining features include: active involvement on the part of management, targeting production on hourly workers, and substantial links to the workplace. The summary provides an overview of program development steps, from A Decision to Initiate the Program to A Decision to Continue. Important issues are explored, including the risk of turnover, program costs, and indicators of program success. Seven recommendations are provided, addressing such issues as: sliding scale fee structures that favor small businesses, legislative support, systematic research on program outcomes.

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This brief addresses the issues and challenges surrounding workplace basic skills programs in small businesses. It highlights examples of federal and state initiatives in helping small businesses meeting the skills upgrading needs of their workers. It also includes descriptions of 24 contacts involved in operating basic skills programs in small businesses, providing technical assistance in the development of such programs, engaging in research on the issue, or operating grant programs in support of small business projects. A related article entitled "The Large Matter of Small Business", which looks at the issues in greater detail, is included in the brief.

Reading, Writing and Critical Thinking for Second-Level Employees in Small and Mid-Sized Businesses, Adult Literacy Center of Lehigh Valley, Allentown, Pennsylvania -- 1992 (SA-1321)

In this study, conducted by the Adult Literacy Center of the Lehigh Valley (formerly known as the Allentown Literacy Council), the authors look at the essential skills needed by second level workers in five occupational areas (Food Preparation, Hospitality, Housekeeping/Maintenance, Health Care, and Light Industrial/Machine Operator). This study is a second year report on the foundation skills needed in these occupational areas by entry and second level workers. In addition to identifying the skills needed for the second level jobs, this study analyzes the instructional techniques to teach the skills in adult education classes and develops an overview of the literacy skills for entry and second level positions in the five occupational areas.

Surveys and Statistics

Beyond the School Doors: The Literacy Needs of Job Seekers Served by the U.S. Department of Labor, U.S. Department of Labor, Employment and Training Administration -- September 1992 (BI-45)

Conducted by the Educational Testing Service (ETS), this survey was the first comprehensive assessment of the prose, document and quantitative literacy skills of participants in the U.S. Department of Labor JTPA and ES/UI programs for the unemployed or underemployed workers. The researchers found that a large percentage of JTPA and ES/UI enrollees scored in the lowest two levels of literacy proficiency. They also report that workers with higher levels of literacy tend to avoid long periods of unemployment, earn higher wages and work in higher level occupations than those who demonstrate lower literacy skills.

National Workplace Literacy Program: 1993 Abstracts, U.S. Department of Education, Division of Adult Education and Literacy -- 1993 (BI-73)

This document provides one-page descriptions of National Workplace Literacy Program projects funded in 1993. It provides the following information: grant award number; name of grantee; title of the project; grant period; total funds awarded; the number, the educational level, and type of workers to be served; the name of the project officer; the objectives of the project; the procedures to be followed; the outcomes expected; and the names of all partners.

National Workplace Literacy Program: 1994 Abstracts, U.S. Department of Education, Division of Adult Education and Literacy --1994 (BI-77)

This publication describes the forty-five projects awarded grants under the National Workplace Literacy Program in the fall of 1994. These projects are the first to be awarded for a three-year, rather than an 18-month, period. Abstracts provide relevant data about the projects, including information about major goals, partners, first-year allocations, and program summaries.

Just the Facts: The 1994 National Workplace Literacy Program, U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy -- May 1992

A two-page fact sheet which profiles current and former National Workplace Literacy Projects. The fact sheet includes information on the characteristics of 1994 grants, past workplace literacy program data; and U.S. Department of Education contacts for workplace literacy.

Workplace Literacy: Reshaping the American Workforce, U.S. Department of Education, Office for Vocational and Adult Education and Literacy -- May 1992 (BI-42)

This publication traces the National Workplace Literacy Program as it was implemented over the first three funding cycles, identifies best practices, and discusses common barriers to success. Descriptions of five projects considered to be exemplary are included, as are lists of all projects funded during the first three cycles and the names of all partners.

Union Involvement

A Manual for Union-Management Educational Partnerships, District 1199C Training and Upgrading Fund, Philadelphia, PA -- 1989 (SA-1305)

This short manual provides advice on several major issues in workplace literacy training: determining worker needs; convening workplace partners; structuring programs; establishing a formal partnership; types of training; training logistics; curriculum content; recruitment; funding; and evaluations.

The manual also includes a bibliography with 13 references and a list of cooperative programs and sources of information in workforce education.

Do Workplace Literacy Programs Promote High Skills or Low Wages? Suggestions for Future Evaluations of Workplace Literacy Programs, Tony Sarmiento, AFL-CIO, Washington, DC -- August 1991 (BI-52)

This author of this paper suggests that the National Workplace Literacy Program should assess program impact based on employer practices rather than focusing exclusively on learner outcomes. He believes that publicly funded workplace literacy projects should help employers to pursue the "high skill" rather than the "low wage" path. Depending on who's involved, which program goals are selected, and what planning process is followed, a workplace literacy program can maintain outdated workplaces or foster high performance workplace structures.

Evaluation Report - Project Leap: Labor Education Achievement Program, Maryland State Department of Education and the Metropolitan Baltimore Council of AFL-CIO Unions -- 1993 (BI-61)

This report summarizes the accomplishments of the 1991-1992 Labor Education Achievement Program (LEAP) directed by the Maryland State Department of Education. This program is based on a strong cooperative relationship between the Department of Education, the Metropolitan Baltimore Council of AFL-CIO Unions and the business community. The report highlights the program's successes and limitations with students, employers and unions.